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ABSTRACT

The paper, prepared as Task One of the Institute of American Indian Arts Transition Evaluation, provides pertinent background information about the Institute of American Indian Arts in Santa Fe, New Mexico. A brief history of the Institute is given, with information about its philosophy and purpose; objectives; organization and administration; the high school, post graduate, and counseling and guidance programs; the student body; admission policy; recruitment program; student government; educational performance; staff; facilities; budget; major accomplishments; and past problems. The 1969 and 1970 evaluations, which are the 2 most comprehensive evaluations done, are included in the appendices. The 1970 evaluation is given in its entirety. Recommendations are given for art instruction, guidance and counseling, and administration. Among these are: (1) more emphasis should be placed on traditional Indian art instruction to instill in students a greater pride in preserving their cultural traditions and crafts; (2) the school should give a greater priority to its public relations work; and (3) a professionally trained psychologist with an understanding of cultural differences should be added to the staff. Data are given for age and grade, tribes and reservations, and reasons for dropouts. (NQ)

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BACKGROUND PAPER

IAIA Transition Evaluation

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THE INSTITUTE OF AMERICAN INDIAN ARTS

BACKGROUND INFORMATION

(Task One of the Transition Evaluation)

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October 4, 1972

To the Reader:

This paper was prepared as Task One of the Institute of American Indian Arts Transition Evaluation. Its purpose is to provide pertinent background information to individuals who may be working in the evaluation. If there are questions pertaining to the contents, please contact Mr. Tippeconnic at the address given on the inside cover.

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THE INSTITUTE OF AMERICAN INDIAN ARTS

Santa Fe, New Mexico

I. *BRIEF HISTORY:*

The Institute of American Indian Arts, a National Institution for training in the arts directed to the special needs of today's youthful Native American, was opened in 1962 on 106½ acres of land donated by the City of Santa Fe to the Federal Government in 1889 for the explicit purpose of building an industrial school for Indian youth. In 1890, the Indian Industrial School was established, enrolling 93 Apache, Navajo, and Pueblo students. By 1915, the student body increased to 350 boarding students.

In 1930, the name of the Institution was changed to the Arts and Crafts School. Painting, silverwork, weaving, leathercraft and embroidery were added to the academic curriculum. In 1959, the arts department was removed from the school, with painting the only art remaining in the curriculum.

Nineteen Sixty saw a new arts and crafts department established that was entirely separate from the academic department. The art department accepted high school students, eighteen years of age and older, from all parts of the United States. The academic department continued to operate the grade and junior high schools.

Nineteen Sixty-Two was the last year the Institution was known as Santa Fe Indian School.

The Indian Arts and Crafts Board of the United States Department of the Interior recommended the creation of the Institute of American Indian Arts in 1960. The Institute was founded in 1962 by the Bureau of Indian Affairs, administered by the Bureau's Branch of Education. The Indian Arts and Crafts Board continues to serve in an advisory capacity in the development of the Institute.

The year (1961-62) before the Institute officially opened was a year of swirling controversy. Opposition to the establishment of the Institute erupted from:

(a) Bureau employees of the old Santa Fe Indian School.
(b) Members of the community.
(c) The All-Pueblo Council, which objected to the use of the old Indian school plant for a national arts institute, preferring that it become a vocational training school.
(d) Political leaders.

II. LOCALE:

The Institute of American Indian Arts is located in Santa Fe, New Mexico, an area rich in Indian, Spanish and Anglo tri-cultural heritage. Museums, cultural institutions, a nationally known opera, cultural traditions, along with the presence of two co. leges and the relatively nearness of the historical Pueblo Indian settlements provide resources that make Santa Fe a recognized center of arts.

III. THE INSTITUTE OF AMERICAN INDIAN ARTS:

A. Philosophy and Purpose:[1]

The Institute of American Indian Arts is a national school founded in 1962 for the express purpose of creating an environment to stimulate the emergence and development of young Indian artists.

The educational program at the Institute is based upon the following concepts:

(1) That a culture is defined by its arts as well as by its sciences and that the evolution of a healthy, viable lifestyle for the American Indian must include opportunities for the continuation of artistic traditions which, except for their unnatural interruption, have always been an integral characteristic of the Indian way of life.

(2) That all programs and activities must be based upon recognition of, and respect for, American Indian cultural values.

(3) That pride in heritage must be firmly established and used as a powerful tool for motivating today's Indian youth to reach once again the high levels of attainment which were enjoyed by his forebears.

(4) That the Indian youth must engage in a total program of education--arts, academic and personal development--in order to discover himself fully and relate intelligently to the world about him.

At the Institute, a very wide range of art fields are used as vehicles for learning, experiences of all kinds. At the same time, great stress is laid on the improtance of acquiring academic skills and concepts which will provide access to advanced education and training beyond the high school level,

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[1] US Department of the Interior. Bureau of Indian Affairs. Higher Education Opportunities for American Indians. Lawrence, Kansas: Haskell Institute Press, 1971, pp. 18-19.

as well as establishing a bridge toward success in relating to the technological, contemporary society in which we live.

It is our hope that the interrelationship of cultural perception in the arts and competence in academic skills will be the breeding ground for a proud race of American Indians who will take their proper places as important contributors to the Society of Man. (See Appendix A for additional information on the purpose).

At the present time, a new philosophy is being established that reflects the Institute's goal of becoming a four-year Institution of Higher Learning.

B. Objectives:[1]

(1) To prepare students to gain professional status in the arts or crafts fields;
(2) To prepare students to become gainfully employed in arts related occupations;
(3) To prepare students to enter college or continue advanced studies in specialized schools.

C. Organization and Administration:

A recently revised (tentative) organizational chart provides a conceptual and graphic view of the organization and administration of the Institute. (See the attached chart).

D. IAIA Programs:

(1) High School Program: The high school program is accredited by the New Mexico State Department of Education. Students are required to successfully complete nine units of credit in the following:

(a) Academic Program
1. Language Arts--Reading, English, Journalism and Linguistics
2. Mathematics--Computer math
3. Social Studies--American History, Government, Indian History and Folklore
4. Health and Physical Education
5. Laboratory Science--Biology
6. Library Science
7. Business Education--Typing and Consumer Education
8. Driver Education

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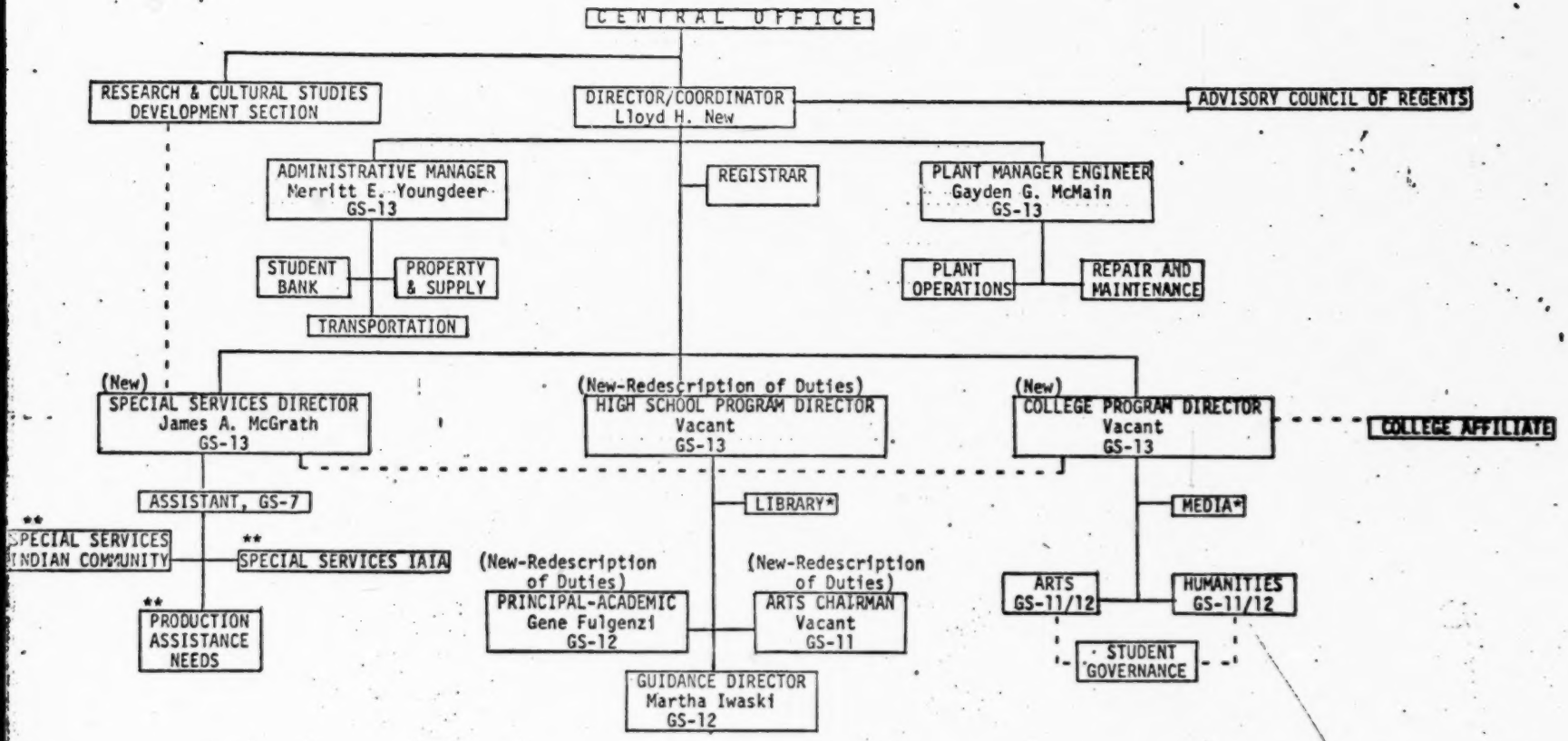
[1] Ibid., p. 19.



TENTATIVE (REVISED) ORGANIZATIONAL CHART
INSTITUTE OF AMERICAN INDIAN ARTS

September 6, 1972

(b) Arts Program: Offers training in virtually every field of the arts--painting, graphics, ceramics, sculpture, exhibition arts, photography, drama, music, modern dance, traditional dance, creative writing, traditional Indian techniques, basic design and jewelry.

(2) Post Graduate Program: High school graduates or holders of GED certificates may enter a post graduate level program in general arts development, or they may elect to go into specific professional arts programs carring them to the point of employment or readiness for further formal higher education pursuits:

(a) Academic Program:
1. Remedial Work--High school level courses
2. College Work--students may enroll in accredited courses at institutions of higher education while attending IAIA.
3. Humanities program--offered by the Social Studies section, academic department, courses which investigate the relationship of cultural development and the arts.

(b) Arts Program:
1. Teacher training
2. Museum training
3. Graphic arts
4. Ceramics, sculpture, jewelry
5. General arts

(c) Accreditation: Although the Institute has maintained and developed a post-high school program since 1962, college accreditation was not granted until the 1971-1972 School Year.

During this period, Antioch College, Washington-Baltimore campus, Maryland, granted 49 postgraduate students 49 college semester transferable credits.

At the present time, (1972-1973), the accreditation of student postgraduate work is in the state of uncertainty. No credit is given by any institution for postgraduate work at IAIA.

(3) Counseling and Guidance Program:

(a) Services available to students include:
1. Psychological testing, evaluation and psychiatric resource.
2. Vocational and college placement service.
3. Personal counseling and social services.

(b) Discipline is based on the premise of self-discipline as opposed to forced discipline. Only the minimum necessary number of rules and regulations are set forth. Students determine most of their own expectations.

E. Student Body:

(1) During the 1971-1972 School Year, 336 students representing approximately 80 Tribes from over 25 States attended the Institute (Appendix B). At the present time, approximately 258 students are enrolled. The ultimate aim is 500 students.
(2) Students range in age from 14 to 22. The Institute is co-educational, with all the students one-fourth or more Indian ancestry.
(3) The enrollment capacity is 400. There are on-campus dormitory accomodations for 350 students, the remaining 50 live in off-campus facilities (married, older students living under Veteran or Adult Vocational Training program assistance).
(4) See Appendix B for the 1971-1972 Annual School Attendance Report.

F. Admission Policy: Applicants must be at least one-fourth degree Indian blood. Indian students meeting all requirements for admission to boarding school may be enrolled upon evidence of interest and ability in the arts. Applicants are exempt from the standard criteria used in the selection of students to be sent to boarding schools--they need not be educationally retarded or socially maladjusted.

Students with severe mental retardation and/or severe emotional and behavioral problems cannot be accepted since the Institute is not staffed or programmed to serve such individuals.

G. Recruitment Program: At the present time, no recruitment program exist for students. Bureau policy dictates that students apply to boarding schools through their Agencies, which assume all processing tasks.

A recruitment film is available from IAIA upon request.

H. Student Government: An organized student council does not exist, instead a new all school group process program is being developed this year. Students, along with members of the staff, are included in lab groups that meet once a week and react to problems or any other topic of concern. Suggestions and recommendations are made by the groups that influence the decision-making process of the Institute.

I. Educational Performance:[1]

(1) Arithmetic: Eighty-eight of the 139 students tested were two or more years below grade level in general academic achievement as measured by the California Achievement given in October 1971.
(2) Reading: Sixty-five of the 139 students tested were two or more years below grade level in Reading. The students in this group will receive instruction in the Reading activity.
(3) Language: Forty-four of the 139 students tested were two or more years below grade level in language. The students in this group will receive appropriate remedial instruction in the Reading acitivity.
(4) Teacher analysis of student work and of responses made on the test found that these students were below grade level in study skill, social studies vocabulary, and social studies concepts. However, specific scores were not available. After a pre-test of the total target group using the Metropolitan High School Social Studies Tests, the 30 students with the severest deficiencies will receive instruction in the social studies activity.

J. Staff:

(1) Ninety-seven permanent employees work at the Institute. Approximately 62 percent are Indian.
(2) All instructors are certified by the New Mexico State Department of Education.
(3) A number of the staff members are widely known for their expertise in the arts.

K. Facilities:

The old Santa Fe Indian School facilities were remodeled in the early 1960's to accomodate the expanded concepts of the Institute.

The following structures are available: a new gymnasium, recreational center, track, baseball field, tennis courts, archery lanes, 2000 seat outdoor theatre, student gallery, academic building, dormitories, offices and 18 studios.

L. Budget:

Fiscal Year 1972 funds totaled $1,459,000. Dividing by 336 students, this amounts to a per pupil cost of $4,342. However,

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[1]Taken from 1972-1973 Title I Project. Ninety students of the 139 tested in the 11th and 12th grades are two or more years below grade level in general academic achievement as measured by the California Achievement Test given in October, 1971.

1740 funds include plant operations. Fiscal Year 1973 1740 funds increased to $1,617,000.

Appendix C gives an analysis of the Institute financial program.

IV. MAJOR ACCOMPLISHMENTS:

A. The Institute has enjoyed recognition from numerous publications, periodicals, educators, politicians, artists, and cultural institutions. A representative sample includes:
   (1) Publications and periodicals--articles in LIFE, THE NEW YORK TIMES, CRAFT HORIZONS, THE NEW YORKER, ARIZONA HIGHWAYS, etc.
   (2) International exhibits--the Berlin Festival, Alaska Centennial, in Turkey, Argentina, and Chile, 1968 Olympics in Mexico City, etc.
   (3) Performing Arts--drama programs in Washington, D. C., tours, local performances, at the White House, etc.
   (4) Promotion of Indian literature--annual Vincent Price Awards, publication of student creative writing and poetry, etc.

B. Statistics show that the dropout rate over the years is approximately 20 percent.

C. In 1972, approximately 75 percent of the students completing the 12th, 13th and 14th years continued their education in institution of higher learning.

V. PAST PROBLEMS:[1]

A. Funding:[2] Despite the fact that the Institute is one of the most lavishly funded institutions in the Bureau, the Institute feels that lack of funding is the major reason why many objectives and goals have not been attained.

B. Facilities: In 1969, in response to the Senate Subcommittee, the Institute cited that new facilities were needed to carry out program needs. (See Appendix E).

C. Academic vs Arts: In 1968, an observation at IAIA concluded that:
   (1) IAIA is two separate schools, a highly successful, publicized art institute and a drifting, listless secondary school. "The school is not offering a satisfactory high school education to the majority of its student body".

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[1] Appendix D is a response to the Senate Subcommittee in 1969 on the major problems that confront the Institute.

[2] Appendix E is a response to the Senate Subcommittee on funding.

(2) The morale of the academic faculty is low. "Teachers feel resigned to a subordinate role".

D. Civil Service Regulations are a problem in terms of recruiting for the kind of personnel required for the Institute.

E. The past evaluations that follow also reflect problem areas.

VI. PAST EVALUATIONS:

A number of evaluations have been conducted on various programs and projects of the Institute. However, the most comprehensive evaluations are the following:

A. In 1969, the Senate Subcommittee on Indian Education conducted a subjective evaluation of the Institute.

(1) Recommendations:[1]

a. "The most urgent need for the Institute is to get to the bottom of the language problem".
Action: All instructional courses emphasize communication and language usage.

b. Physical Plant:
1. Dormitory expansion should be seriously considered.
2. Needs for an instructional materials center.
3. Inadequate storage space.
4. Inadequate shop area.
5. New complex of art studies.
Action: In a state of uncertainty, a dormitory is being remodeled.

c. The Institute be given financial support to continue programs already begun in the development of literature, music, drama, museum training and advanced training for graduates.
Action: As noted in this report, the Institute feels additional funds are still needed.

d. The Institute should be raised to the level of a four-year college.
Action: The philosophy, purpose and goals are currently being revised with the establishment of the four year institution as the ultimate end.

B. In 1970, an evaluation was conducted by the All Indian Pueblo Council. The evaluation is the most comprehensive to date, with a number of findings and recommendations. For these reasons, the evaluation is included in its entirety in Appendix G.

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[1] See Appendix F.

VII. SELECTED REFERENCES

IAIA PUBLICATIONS

Institute Guidebook, July 1963
Course of Instruction Handbook, 1970
Information Bulletin, 1962
Fact Sheet, 1970
Statement of Purpose, 1968
Philosophy--Arts Education at IAIA, 1962
IAIA, A Basic Statement of Purpose, 1968
Title I Proposal, Program of General Academic Improvement in Reading and Language, Mathematics and Social Studies, 1972-1973
Progress Report, 1970

NEW, LLOYD H.

A Sound Psychological Approach, October 1971
Rationale for a Major Cultural Extension Institution for American Indians
The Role of the Institute of American Indian Arts in the Development of of Indian Education and its Potential as a Major Cultural I stitution
Cultural Difference as a Basis for Creative Expression and Educational Development

GENERAL

"Indian Arts and Crafts." New Mexico Magazine, August 1965
"A Blending of Cultures." Monitor, November 1969
"Creative Commentary." New Mexico School Review, April 1967
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"Institute of American Indian Arts." Arizona Highways, January 1972
Bureau of Indian Affairs, Higher Education Opportunities for American Indians, Consortium Report, 1971
United States Department of the Interior, Indian Arts and Crafts Board, Institute of American Indian Arts, 1968
All Indian Pueblo Council Evaluation, A Special Report to the Commissioner, 1970.
Reports submitted by IAIA to the Special Subcommittee on Indian Education, United States Senate, Committee on Labor and Public Welfare, 1969

VIII. APPENDIX

APPENDIX A

INSTITUTE OF AMERICAN INDIAN ARTS

Statement of Purpose

The Institute of American Indian Arts is an accredited high school and postgraduate school, established to assist the American Indian in the constructive use of the unique values of his culture, through emphasis of the arts. The over-all program is a balance between arts education, a strong academic support curricula and a comprehensive human development (student life) program. The program, when meeting this broad objective, is under continuing study for potential application of techniques elsewhere in the Bureau and public education, where Indian students are involved. The accomplishments of the program are reflected in students (1) entering colleges or pursuing studies in specialized schools; (2) gaining professional status in the arts or crafts fields, or; (3) being gainfully employed in related vocations -- all with an awareness of individual worth in today's society.

The curricula is many-fold and includes inseparable institutional provisions for: (1) continuous development of an educational environment to assist young Indians toward full realization of their creative and intellectual powers, with special emphasis on the discovery and full utilization of their unique cultural strengths; (2) a terminal arts training program for talented, but academically limited, students emphasizing vocationally oriented production and actual business operation for the artist-craftsman; (3) an academic program that provides educational preparation in all learning skills and subject fields requisite to advanced study or direct application in any field of interest to the individual student; (4) academic studies that provide correlative support to the arts through investigation of background subject matter that the student may employ in arts expression; (5) broadly based, yet specialized, language arts programs leading to maximum effectiveness in oral and written communication; (6) the continuous development of programs designed to set an air of appreciation and an atmosphere of receptivity for Indian cultural contributions: i.e., development of American Indian theater; wide use of exhibitions and student productions; publication of significant literary achievements; sales promotion for arts and crafts; development of a unique repository -- Instructional Materials Center -- of resource materials relating to traditional and contemporary Indian cultural development; and (7) work with Bureau and other educational agencies in the development of art activities and general curriculum improvement, and lend assistance to in-service training programs.

11-12 School Year

FORM 5-6217
February 1970

UNITED STATES DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
Office of Education Programs

Report 62-3

ANNUAL SCHOOL ATTENDANCE REPORT *APPENDIX B*

AREA	AGENCY	NAME OF SCHOOL
Central Office		Institute of American Indian Arts
SCHOOL YEAR BEGAN	SCHOOL YEAR ENDED	P.O. ADDRESS
September 7, 1971 19	June 9, 1972 19	Santa Fe, New Mexico 87501

KIND OF PUPILS
- [X] Indian
- [ ] Non-Indian
- [ ] Special Program — No. Enrolled

KIND OF SCHOOL
- [X] Boarding School
- [ ] Day School

To the best of my knowledge, information is true and correct

John R. VanGalt
Teacher or Principal — Date

Report examined and believed to be complete and accurate.

[signature]
Superintendent — Date

ENROLLMENT AND GRADUATES	BOARDING			DAY			TOTAL		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Total number of pupils enrolled	185	151	336				185	151	336
2. Number enrolled after school opening	27	12	39				27	12	39
3. Number of 8th grade graduates									
4. Number of high school graduates	29	28	57				29	28	57
5. Number of Special Program graduates									
6. Number of Post High School graduates	10	6	16				10	6	16

ENROLLMENT AND ATTENDANCE*	BOARDING	DAY	TOTAL
7. Total days school was in session	275		275
8. Aggregate attendance in days by all pupils	69850		69850
9. AVERAGE DAILY ATTENDANCE (Divide 8 by 7)	254		254
10. Aggregate days all pupils were enrolled	71277		71277
11. Average daily enrollment (Divide 10 by 7)	259.2		259.2
12. Percentage of attendance (Divide 8 by 10)	97.9		97.9
13. Average days each pupil attended (Divide 8 by 1)	207.6		207.6

* See instructions before making any entries for this section.

DEGREE OF INDIAN BLOOD	TOTAL
14. Number full blood	190
15. Number three-quarters	39
16. Number one-half	53
17. Number one-quarter	54
18. Number less than one-quarter	0
19. Total number of pupils	336

TRIBES AND RESERVATIONS REPRESENTED (List Tribes alphabetically)

20. Tribe	21. Reservation & State	22. Pupils Elem.	22. Pupils Sec.
Apache	Jicarilla NM		5
Apache	Mescalero NM		9
Apache	San Carlos Ariz		4
Arapaho	Concho Okla		1
Arapaho	Wind River Wyo		4
Assiniboin	Ft. Belknap Mont		1
Assiniboin	Ft. Peck Mont.		1
Athabascan	Anchorage Alas		1
Athabascan	Fairbanks Alas		1
Blackfeet	Blackfeet Mont		2
Brotherton	Great Lakes Wis		1
Cheneheuvi	Colo.River Ariz		2
Cherokee	Anadarko Okla		2
Cherokee	Cahuilla Calif		1
Cherokee	Miami Okla		1
Cherokee	Okmulgee Okla		1
Cheyenne	Concho Okla		2
Chickasaw	Anadarko Okla		2
Chippewa	Ft. Totten ND		1
Chippewa	Great Lakes Mich		1
Chippewa	Great Lakes Minn		1
Chippewa	Great Lakes Wis		5
Chippewa	Minnesota Colo		1
Chippewa	Minnesota Minn		3
Chippewa	Red Lake Minn		6
Chippewa	Turtle Mtn. ND		2

EXPULSIONS, DROPOUTS, AND TRANSFERS	BOARDING			DAY			TOTAL		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Number expected to return	102	48	150				102	48	150
a. Number who did not return	15	12	27				15	12	27
b. Number of 1 a contacted	15	12	27				15	12	27
2. Number expelled during year o	1	0	1				1	0	1
a. Absence without leave									
b. Drinking	1	0	1				1	0	1
c. Theft									
d. Assault									
e. Maladjustment, emotional									
f. To correctional institution									
g. Other (Attach explanation)									
3. Number of dropouts o	13	11	24				13	11	24
a. Withdrawn by parents	2	3	5				2	3	5
b. Absence without leave	3	1	4				3	1	4
c. Marriage	1	1	2				1	1	2
d. Overage	1	1	2				1	1	2
e. Home leave--failed to return	2	1	3				2	1	3
f. Illness	0	1	1				0	1	1
g. Accepted employment									
h. Detained by law agencies									
i. Other (Attach explanation) Unsuited to program	4	3	7				4	3	7
4. Number transferred to other schools	22	25	47				22	25	47
a. Bureau school	4	0	4				4	0	4
b. Public school	15	20	35				15	20	35
c. Mission school	1	2	3				1	2	3
d. Special ~~XXXXXXXXXXXX~~ College	2	3	5				2	3	5
5. Number post high school dropouts (Do not include these students in any of the above)	22	16	38				22	16	38

o Students listed in sections 2 and 3 above must be listed in the Expulsion & Dropout Age-Grade Chart below.

EXPULSION AND DROPOUT AGE-GRADE CHART

GRADE	AGE 6	7	8	9	10	11	12	13	14	15	16	17	18	19	19+	TOTAL
1																
2																
3																
4																
5																
6																
7																
8																
9																
10										1	4	3	2	1	0	11
11											1	2	0	0	0	3
12												3	3	4	1	11
Total										1	5	8	5	5	1	25

1971-72

AGE-GRADE CHART

AGE

	GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 & Over	Total	Comple & Grad
a	KG																				
b	Beginners																				
c	1																				
d	2																				
e	3																				
f	4																				
g	5																				
h	6																				
i	7																				
j	8																				
k	Ungraded Elem.																				
l	Total Elem. a-k																				
m	9																				
n	10											1	26	28	16	5	1	0	0	77	
o	11													29	44	12	2	0	0	87	
p	12														26	32	11	3	2	74	
q	Ungraded Sec.																				
r	Total Sec. m-q																			238	1
s	Sub-Total Elem. Sec. l+r																				
t	13														2	11	31	10	11	65	
u	14 (incl.spec.adv.)																6	10	17	33	
v	Sub-Total Post Grad. t+u																			98	
	Grand Total											1	26	57	88	60	51	23	30	336	226

Tribes and Reservations Represented (continued)

20. Tribe	21. Reservation and State		22. Pupils Elem.	Sec.
Penobscot	(State of Maine)	Me	1	
Pima	Pima	Ariz	6	
Pima	Salt River	Ariz	1	
Pomo	Sacramento AO	Cal	1	
Potawatomi	Anadarko	Mo	1	
Potawatomi	Great Lakes	Wis	1	
Puyallup	W. Washington	Wash	2	
Pueblo	Cochiti	NM	3	
Pueblo	Jemez	Ariz	1	
Pueblo	Jemez	NM	8	
Pueblo	Laguna	NM	4	
Pueblo	Picuris	NM	3	
Pueblo	San Felipe	NM	1	
Pueblo	San Juan	NM	2	
Pueblo	San Juan	Ohio	1	
Pueblo	Santa Ana	NM	2	
Pueblo	Santo Domingo	NM	13	
Pueblo	Taos	NM	14	
Pueblo	Tesuque	NM	2	
Pueblo	Zuni	NM	16	
Quechan	Ft. Yuma	Ariz	2	
Quinault	W. Washington	Ariz	1	
Sac & Fox	Sac & Fox FO	Iowa	1	
Sac & Fox	Shawnee	Okla	1	
Seminole	Seminole	Fla	1	
Seneca	NY Field Office	NY	2	
Shoshone	Fort Hall	Ida	2	
Shoshone	Nevada	Nev	1	
Shoshone	Wind River	Wyo	2	
Sioux	Cheyenne River	SD	4	
Sioux	Fort Peck	Mont	3	
Sioux	Fort Totten	ND	2	
Sioux	Pine Ridge	Cal	2	
Sioux	Pine Ridge	SD	7	
Sioux	Rosebud	SD	6	
Sioux	Sisseton	SD	5	
Sioux	Standing Rock	Cal	1	
Sioux	Standing Rock	ND	2	
Sioux	Standing Rock	NM	2	
Sioux	Standing Rock	SD	3	
Skokomish	W. Washington	Wash	1	
Tlingit	Anchorage	Alas	1	
Tlingit	SE Alaska	Alas	2	
Tonkawa	Pawnee	Okla	2	
Ute	Uintah & Ouray	Utah	7	
Ute Mountain	Ute Mountain	Colo	2	
Winnebago	Great Lakes	NM	1	
Winnebago	Great Lakes	Wis	1	

Tribes and Reservations Represented (continued)

20. Tribe	21. Reservation and State		22. Pupils Elem.	Sec.
Winnebago	Winnebago	Cal	1	
Yakima	Yakima	Wash	1	
Yavapai	Truxton Canyon	Ariz	1	
Yurok	Sacramento AC	Cal	1	

APPENDIX C

ANALYSIS OF INSTITUTE FINANCIAL PROGRAM, FY 1962-1970

FY	1740 Allocation	No. Perm. Pos.	Pay Raise Inc.	Cost Liv. Inc.	Inc. (Dec. Sup. & Mat.)
1962	629,060	62	- ?		
1963	704,728	67	Yes	plus	plus
1964	750,693	74	Yes	plus	plus
1965	874,569	75	?	plus	plus
1966	788,788	69	Yes	plus	minus
1967	839,176	73	Yes	plus	minus
1968	963,505	72	Yes	plus	minus
1969	970,762	74	Yes	plus	minus
1970	994,000	71	?		
1971	1,146,000	91	?		

NOTE: The above table reflects Institute allocations in the 1740 Education activity since the first year of operation to the present. Allocations reflected do not include supplemental appropriations that may have been made for salary increases since the available records do not reflect this information. Percentages of pay raise and cost of living increases are not reflected due to informational gaps. It is appropriate, however, to reflect the upward increases in pay raises and cost of living expenses over the 1962-70 spread and the steady decrease since 1966 of monies available for student supplies, materials, equipment, etc. The program development, research and enrichment-type goals are lagging severely until such time as sufficient allocations permit initiation, analysis, evaluation and continuity. The taking on of several Bureau-wide projects by the Institute without corresponding matching funds also drains the employee and resource utilization patterns of I.A.I.A.

In 1962 the salary costs of the Institute equaled approximately 67% of the 1740 allocation; in 1970 the salary costs equaled over 81% of the 1740 allocation. This is primarily attributable to increases in salaries, employee benefits and changes in position classification standards which have caused a steady increase in total personal services costs. The fluctuations of numbers of students and staff over the 1962-70 period have not been of sufficient import to attribute to this pattern.

APPENDIX D

WHAT ARE THE MAJOR PROBLEMS THAT THE INSTITUTE CONFRONTS IN TERMS OF DOING THE BEST JOB POSSIBLE?

Early in its existence, the Institute was recognized as having a school program which resulted in an unusual number of successful experiences and satisfying accomplishments for the students. Therefore, the school has received unique support from all branches of the Bureau of Indian Affairs as well as preferential attention from the Department of the Interior. Because of this unusual funding, support, and autonomy, we find ourselves operating self-consciously and, at times, almost covertly, often hamstringing ourselves in order not to appear unreasonable in our requests for additional, although badly needed, program funds. This has been especially true during recent cut-back years.

In order to accomplish our goals in the best possible manner, the Institute must be unfettered by the constant restraints which come of its being compared to other norms. At this point, the Institute needs authorization to proceed full steam ahead toward perfecting its goals. It should be recognized as an experimental institution, charged with responsibilities not only to its own students and staff members but, further, for extending services to others, outside the immediate family, who may benefit through exposure to our experiences and use of our resources. The Institute needs to be supported to whatever extent is necessary to enable us to continue ferreting out ways for the reestablishment of human progress among people for whom the System has heretofore failed to provide properly.

In terms of its next 5-year program needs, to carry out its mission even at the present level of operation, the following major facilities and program developments must be provided:

1. An auditorium and performing arts center.
2. A physical fitness center. (Purported to be in this year's budget.)
3. Permanent art studios. (Present buildings in use are temporary metal buildings.)
4. A major addition to our academic and arts department of a complete modern instructional materials and research center, and operating funds.

5. Expanded Museum training facilities to enable us to launch into a practical vocational training program to meet the growing needs of museums concerned with Indian collections, National Park Service programs, tourist centers, reservation projects, etc.

6. Expanded dormitory facilities to accommodate at least 500 students in order to attain a reasonable balance between student and administration costs.

7. Auxiliary storage and plant maintenance buildings and general campus improvements.

Beyond this, some thought should be given as to whether the Institute should become a major cultural institution for the general promotion of the American Indian, assuming full responsibility for assisting the contemporary Indian to assume his rightful place in society through making full use of his unique heritage. If it is to reach its fullest potential as a cultural extension center it should no longer be considered as a mere art school for Indians but as a major national institution of this country, serving not only Indians but the world at large.

Serious consideration should be given as to the most effective way for it to exist and flourish. Should it become a nationally supported institution such as the Smithsonian Institute, or Howard University? Should it become a line item in the budget of the Department of the Interior and be handled as a living national resource? Should it operate as a contract institution under B.I.A. management, but be freed from Civil Service restrictions, and be free to receive financial assistance from foundations, public subscription, etc? Or, if it is to continue as a part of B.I.A., how can it escape the operational vagaries natural to all bureaucratic institutions?

Note: The Institute presently operates in a plant which originated in the 1890's. Only 3 buildings have been constructed of permanent nature (plus an outdoor theater, which is currently under construction) pertaining to the special needs of a cultural institution.

APPENDIX E

HAS THE INSTITUTE BEEN ADEQUATELY FUNDED?

No, despite the fact that the per student cost has always been higher at I.A.I.A. than in other B.I.A. boarding schools.

A major reason for this is that the school evolved from an antiquated plant not originally planned as an art institute and has never been brought up to standard in terms of original allocation.

The second reason is that the Institute is involved with many program aspects not normal to the typical boarding school, and is concerned with several institutional obligations not confined to the interest of its own constituents. The development of National Indian Theater, Indian literature, music, performing arts tours, expensive traveling exhibitions, museum programs, shipping costs, travel needs and special use of personnel creates special budget needs. The Institute's standards of improved services to students as reflected in better student-teacher and student-counselor ratios are costly. A psychologist and special college and vocational training placement officer are services that we provide, offered by few other schools.

Automatic salary increases and the general rise in the cost of doing business cut into our set budget allowance each year so that compensatory reductions in programs and reduced purchases of supplies and equipment have reached a critical state this year.

Recommendations:

The entire installation needs up-dating to meet the special needs of a cultural institute, both in terms of physical plant expansion and modernization, and in terms of program.

The most urgent need for the Institute is the launching of an all-out experimental project to get to the bottom of the serious language problem that is a barrier to academic achievement for all Indian children, whether they attend public or Bureau schools. Lack of communication skills is one of the chief factors contributing to the depressed economic condition of the American Indian.

Such a program should be activated as promptly as possible and carried through, at any cost, because it is so vitally important to the entire Indian population. In long range, it would be far less expensive for us to spend whatever monies are necessary to solve this problem once and for all than to continue to support our failure to do so.

We, at the Institute, would like to tackle this problem in earnest. We believe that the skills we already have developed in the identification-creative process can be used as a basic approach to all learning. If a successful method for dealing with the language problem could be established, it would be of inestimable value to all schools where similar difficulties exist.

This project would require the same freedoms and financial support for innovative programs as were allowed in setting up the Institute arts department.

Other recommendations would be that we be given financial support to continue programs already begun in the development of literature, music, drama, museum training and advanced technical training for our graduates who do not fit normal college or university patterns. Details of these programs have been covered in other sections of this report.

"33. The subcommittee recommends--

The Institute of American Indian Arts at Santa Fe, N. Mex. should be raised to the level of a 4-year college, supported by the Bureau of Indian Affairs.

"The Institute has had considerable success in instilling a cultural pride in Indian students by providing them with opportunities for creative expression. The individual-oriented programs recognize the importance of a sense of identity. By becoming a college, the Institute could provide a collegewide curriculum for Indians which considers their culture and history--something unique in higher education. The valuable lessons learned and put into practice by the Institute should be expanded into a college curriculum so that the Institute might become a model for colleges interested in developing innovative programs, such as in teacher-training, which recognize Indian needs."

Excerpt from Senate Report No. 91-501, 91st Congress, 1st Session, made by Special Subcommittee on Indian Education, November 3, 1969.

DOMINGO MONTOYA
SANDIA PUEBLO
Chairman
RAMOS SANCHEZ
SAN ILDEFONSO PUEBLO
Vice-Chairman

ALL INDIAN PUEBLO COUNCIL

Representing the Nineteen New Mexico Pueblos

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July 22, 1970

APPENDIX G

Louis R. Bruce, Commissioner
Bureau of Indian Affairs
U.S. Department of the Interior
1951 Constitution Avenue, N.W.
Washington, D. C. 20242

Dear Commissioner Bruce:

I am pleased to submit to you the Special Report prepared by the Committee examining and evaluating the Institute of American Indian Arts in Santa Fe, New Mexico.

The Special Report deals with the strong points, as well as the weaknesses, of the Institute and makes several constructive recommendations to remedy the deficiencies they found. The Bureau has already taken action on the Committee's first recommendation on page five. I urge you to examine this report carefully and then move in the same positive and decisive way the Special Committee did so that the potential of the Institute can be realized fully.

Sincerely,

Domingo Montoya

Domingo Montoya

DM/iv
Enclosure

8/3/70

Mr. Nez.

Per your phone discussion 8

A SPECIAL REPORT TO THE COMMISSIONER OF INDIAN AFFAIRS, MR. LOUIS R. BRUCE

PREFACE

It is now ten years since the Indian Arts and Crafts Board of the Department of the Interior recommended the establishment of an Institute of American Indian Arts. This recommendation became a reality in 1962 at Santa Fe, New Mexico, and since then the Institute has realized a phenomenal growth in educating Indian students, serving as a center for Indian arts and crafts, developing pride in the heritage and culture of the Indians of the United States, including those of the State of Alaska.

From its beginning the Institute has enjoyed a unique role with the Office of the Commissioner of Indian Affairs and the Department of the Interior. However, since the resignation of Indian Commissioner Robert L. Bennett a year ago, the Institute has been in a state of limbo. Even after Mr. Louis R. Bruce became Commissioner in August 1969, the backlog of work in Bureau of Indian Affairs, which accumulated during the period prior to his appointment, and the pressure in recruiting a new staff, prevented him from giving his personal attention to the Institute.

On April 9, 1970, Commissioner Bruce asked John C. Rainer, Executive Director of the Commission on Indian Affairs for the State of New Mexico, to establish a committee composed of outstanding Indian leaders and nationally known educators to examine and evaluate the Institute and to determine whether the school is now being administered and is functioning in an effective manner to serve the needs of its several Indian constituencies.

Members of the Committee were:

John C. Rainer, Chairman of the Committee; Executive Director of the New Mexico Commission on Indian Affairs; and First Vice President of the National Congress of American Indians

Mrs. Helen Peterson, a member of the Oglala Sioux Tribe, who was Director of American Indian Development, Inc., Denver, at the time the committee was formed; she is now an assistant to the Commissioner of Indian Affairs;

Dr. Anne M. Smith, formerly Curator of the Museum of New Mexico, and a well-known authority in the field of Indian education;

Mr. Popovi Da, Indian artist and businessman from the San Ildefonso Pueblo of New Mexico;

Dr. Frank M. Tippetts, Associate Professor of Art, Brigham Young University, Provo, Utah;

Dr. James P. Shannon, Vice-President of St. John's College and Director of the Graduate Institute in Liberal Education, at Santa Fe, New Mexico; and

Mr. Tom Segundo, Chairman of the Papago Tribal Council

Members of this Committee met with Mr. Rainer as their Chairman at the Institute of American Indian Arts on May 18, 19, 20 and June 1 and 2, 1970.

The Committee met at length with personnel from the several departments of the Institute of American Indian Arts. Extended interviews were conducted with members of the Department of Fine Arts, the Department of Education, the Department of Guidance and Counseling, and with members of the administrative staff as well as with those persons in charge of Food Service and Maintenance. Officials of the All Indian Pueblo Council, students of the IAIA, and several Indian community leaders were also invited to meet with the visiting Committee. Nineteen Pueblo Governors and the Chairman of the Mescalero Apache Tribe and the Chairman of the Jicarilla Apache Tribe were also invited to appear in person or to submit written statements and recommendations to the Committee. The Committee tried to conduct its study as objectively and informally as possible. It toured the entire campus and the several buildings of the Institute, heard the songs of the Indian chorus, ate with the students in the dining room, spoke informally with groups of students on the campus, and indicated its willingness to receive and to hear any members of the faculty, staff or student body who were interested in talking with the Committee.

On the basis of these several interviews the Committee has concluded that the Institute of American Indian Arts at Santa Fe, New Mexico, has reached a critical point in its history. It is the conviction of this Committee that the Institute and its administrative leaders cannot at the present time be precisely certain of their relationship with the national Administration. The Committee also discovered that the All Indian Pueblo Council has been critical of the Institute in certain areas. It also became clear that some of the employees and students of the Institute are at present suffering from low morale. It is hoped that the findings and recommendations of this Committee will be useful to the Commissioner of Indian Affairs in making those changes which are necessary to serve the current needs of this fine school and to serve the larger needs of the American Indian community.

The IAIA has made phenomenal strides in its short life and has proved it can become an institution unique and beautiful in American life, as well as an effective means for the survival of Indian culture. The battle has now raged for nearly 500 years whether Indians can be forced by social, economic, educational, religious, political and even military means to assimilate, or whether they will be helped to pursue their own proper course in that nation which has become the most powerful on the face of the earth but still does not seem big enough to appreciate cultural pluralism in its fullest sense. The cultures of the American Indians have been strong enough to withstand the invasions of British, French, Dutch, Spanish and other conquerors. But they are now crumbling under the weight of urbanization, industrialization, technology, and the pressures from the affluent society. Ironically, the Indian is the last and the least to share in this affluence. All that protects American Indians today, late in the twentieth century, is

their trust in such land as is still left to them. The inability of the urban American Indian to transmit knowledge of his culture and his Indian heritage to his children today poses the greatest threat to the final destruction of Indianness since the coming of the white man to this continent.

The IAIA is in the unique and powerful position of being perhaps the last and best hope of American Indians for saving themselves and for saving the honor of their country in its dealings with its only indigenous peoples.

The IAIA has begun to assemble the finest of Indian talent on its faculty and staff. It is of critical importance that this Institute now be provided the means and the encouragement and the official support to set the national and international example in American Indian education that it is capable of doing. Its objective is a noble one, to make all Indian education a source of pride rather than the national tragedy it has so often been in times past.

The hope in the future of the Indian nations of the United States will depend literally on the caliber of education which is offered to Indian youth. In the final analysis, education is even more important than financial support. Dollars alone will not save any people. Education, however, is the avenue of salvation, if it is an education which does not denigrate Indian culture. Unfortunately, most schools, both federal and public, are still dedicated to remaking the Indian into a middle class white.

At the conclusion of this report an extended list of particular recommendations endorsed by the Committee will be appended. These are intended primarily as guidelines for the administrators of the Institute of American Indian Arts. However, at this point, near the beginning of this report the Committee would like to make a series of specific recommendations intended primarily for the Bureau of Indian Affairs and calling for immediate response by the BIA and the administrators of this Institute.

Our Committee respectfully recommends that:

1. No later than August 1, 1970, there be convened a meeting of officials of Haskell Institute, the Vocational-Technical School at Albuquerque, the Instructional Services Center at Intermountain, and IAIA to consider common problems, to delineate their areas of responsibility, to redefine their goals and philosophies, to create new working relationships, and to examine all possible new ways of communicating with and serving the total national Indian community. The Associate Commissioner of Education and Programs of the Bureau of Indian Affairs and the Director of Education for American Indians in the Office of Education, Department of HEW, Washington, D.C., should attend the meetings as observers and be called upon for clarification of policy and regulations. Persons attending this joint session should consider it a means to prepare themselves to implement any recommendations which might come from this extended discussion.

2. The officials of the several institutions listed in Recommendation No. 1 are strongly urged to use their meeting in the summer of 1970 as a forum for discovering new ways to involve national Indian leadership in the conduct of the several programs of these schools and institutions. It is quite clear from the study of this Committee that the educational institutions for Indians must move quickly and effectively to enlist in their academic programs the imaginative and enthusiastic support of Indian leadership across the country.

3. The IAIA should begin at once to move toward full accreditation for all courses given at the post high school level.

4. With BIA support the Institute of American Indian Arts should begin at once to plan for more effective and selective recruitment in grades 11, 12, 13 and 14, and for phasing out grades 9 and 10 in orderly fashion, making provision for 9th and 10th grade students to enroll in schools most likely to serve their educational and emotional needs.

5. The Bureau of Indian Affairs should proceed at once to obtain substantial increases in funding, if possible during the summer of 1970, to help the IAIA inaugurate new programs in the following areas:

   (a) the preparation of special Indian education teaching materials

   (b) a department of film-making

   (c) an in-service teacher training program for teachers of Indian children in BIA and public schools with particular emphasis on the use of Indian art as a pedagogical instrument.

6. The IAIA, with full BIA support, should proceed at once to convene a meeting of Indian tribal education coordinators to recommend ways for establishing an Indian Board of Trustees for IAIA in order to involve national Indian leadership and participation in the further development of this Institute and its promising programs.

7. BIA should promptly approve such additions to personnel of IAIA as will enable it to move with maximum speed toward the planning and implementation recommended above in Item No. 5.

8. Recent recommendations, made by other special committees, that IAIA should become a four-year college, should be deferred for future consideration until such time as this Institute is able to implement its own plans for the new programs envisioned in recommendation No. 5 above. At the present time many colleges and universities are trying to develop new and promising programs of Indian studies. Rather than compete with these programs it seems wise that this Institute be given every opportunity to realize and fulfill its unique role in upgrading all of Indian education. At some future date it might well be that this Institute should seek accreditation as a four-year college; however, it is the strong conviction of the present Committee that such a step at this time would be premature.

9. Inasmuch as the IAIA and the Indian Arts and Crafts Board are intimately and historically related, it is respectfully suggested that as vacancies occur on the Arts and Crafts Board, they be filled by Indian persons. Heretofore, the great majority of persons appointed to this Board have not been of Indian origin.

This Committee wishes to record at the outset of its report profound admiration and respect for the intrinsic value of the underlying idea of the Institute of American Indian Arts. It is abundantly clear that this school, for school it is, holds enormous promise for the Indian cultures of North America. It has already been demonstrated that the pedagogical premise of this academic program is sound and strong. Hence, any criticism implied or direct of this Institute in this report must be read in the light of this single statement. This school is a shining example of what can be done to help all the Indians of the United States to reclaim their lost cultural heritage and to find new avenues for expressing in word, in song, and graphic art form the richness of their several native artistic traditions.

RECOMENDATION IN GENERAL

There are approximately 133,000 Indian children between the ages of 6 and 18 years. The average level of education for Indians is five years, half that of the general population. The dropout rate for Indian children is twice the national average and the longer the Indian child stays in school, the poorer is his achievement. Only eighteen per cent of students in Federal Indian schools go on to college, and of these only 3% graduate. The percentage of students going from IAIA to college was 43% in 1966, 26% in 1967 and 39% in 1968. Students leaving IAIA to continue their education were 89% in 1966, 84.6 in 1967 and 92% in 1968. Sixty-one and three-tenths per cent of Indian pupils are in public schools, 32.7 in Federal schools and 6% in mission or other private schools. Furthermore, there are over 6,000 Indian children who are not in any school.

The above figures are drawn from the Senate Subcommittee Report on Indian Education: A National Tragedy - A National Challenge. This was published in November 1969. The report is based on seven volumes of testimony taken both in Washington and on reservations, and on a series of special studies made for the Committee. This report documents the fact that policy of both Federal and public schools is that of "coercive assimilation" which forces Indian children to make the choice between adopting the schools' value system, motivations, rewards, or rejecting the school and retaining their own values and cultures. In such a situation, a high rate of failure for Indians and other minority group children is inevitable.

Studies show that the Indian child does slightly better in public than in Federal schools, but it is clear that he does not do well in any school, in spite of the well-known fact that all racial and ethnic groups have approximately the same percentage of dull, average, bright and gifted children. Senator Robert Kennedy said, "We must stop blaming the Navajo and other Indian children for their failure in education. We must realize that it is the educational system we have created that is at fault."

The coercive assimilation policy is carried out in the schools by

1. Teachers who know little or nothing of Indian history and culture, and whose training has been based on the melting-pot philosophy. They have been taught that there is only one valid life-style and all children must conform to it.

2. Textbooks, particularly social studies and history texts which "present a stereotype of the Indian as stupid, vicious, lazy, which calls an Indian victory a massacre and a U.S. victory an heroic feat. It is a history which makes heroes of pioneers and goldminers who seized Indian land, killed whole bands and families and ruthlessly took what they wanted" (Senate Report,

page 22). An article in the June 1970 Atlantic, by Alvin Josephy, quotes a history professor, Dr. Vergil J. Vogel, as follows: "I examined more than one hundred major works on American history, many of them used as influential sources by other historians, and concluded that, as a body, they obliterated, defamed, disparaged and disembodied the American Indian, creating and perpetuating false impressions about him and producing deformed history by not relating accurately or in proper proportion his role in our past".

3. The lack of materials for classroom use which could give the Indian child a sense of the worth of his culture and history. There are some teachers who would like to use Indian material in music, art, crafts, literature and history, but such materials are not available.

Leading thinkers in the field of education are pointing out the necessity of moving from the melting-pot philosophy to that of cultural pluralism, so that minority group children may have an opportunity to develop their potential and so that the larger society may profit from their contributions. But it will be a long time before the philosophy of cultural pluralism can filter down to the schools of education and influence future teachers of minority group children. In the meantime, we are faced with the tragic fact "that Indian children, more than any other group, believe themselves to be below average in intelligence" and "Indian children in the 12th grade have the poorest self-concept of all minority groups tested" (Senate Report, page 28).

ART INSTRUCTION

At the Institute of American Indian Arts, the various areas of the Visual Arts are currently housed in metal buildings of a temporary nature. These appear to provide adequate space to house the equipment and allow working room for students in the various areas. Equipment available for the use of the students is of very good quality and appears to be in sufficient quantity to provide for the needs of the students. The possible exception to this generalization may be the drawing and painting facilities. It is the understanding of the Committee that more permanent facilities are in the planning stages for drawing and painting at this time.

It appears that additional facilities are also needed for the Performing Arts, most particularly for the sections of Speech and Drama. The Committee visited the new outdoor amphitheater now being completed. It seems that this facility will be of limited use except during the warm season of the year. It is therefore the suggestion of this Committee that the Performing Arts Complex currently in the planning stages be given high construction priority.

The members of the Committee wish to commend the faculty of the Art Department on the manner in which they have been able to implement the stated purposes of the Institute. The quality of the art work produced and displayed by the students of this Institute is exceptional. This achievement would appear to indicate a strong dedication on the part of the faculty and a high degree of success on their part in instilling in their students a feeling of honest pride and a respect for good craftsmanship. In order that this fine work be continued at an even more successful level the following recommendations are presented for consideration relative to the course work in this department:

1. A director or chairman be appointed to supervise the work in each of the divisions (Music Arts, Visual Arts, and Speech Performing Arts).

2. Make creative writing an upper extension of the Language Arts Department with emphasis on composition, literature and creative writing. This step would provide greater continuity of experience for those students interested in perfecting their skills in writing. This advanced division of Language Arts should be provided separate, but correlated, administration from the undergraduate Language Arts.

3. Develop course-of-study syllabi for all courses offered in the department. These syllabi should provide a clear and understandable statement of the objectives of the course, a description of the work required for the course, a statement of policies and procedures for determining grades,

attend [illegible] testing procedures. The syllabus should give a schedule of expected dates for the completion of different phases of the required course work.

4. Place more emphasis on instruction in the traditional Indian art forms to instill among the students a greater pride in preserving their cultural traditions and those crafts directly associated with these traditions. This recommendation should not be interpreted as an indictment of the emphasis now being placed upon the forms of Indian expression in the arts. It is imperative that appreciation for traditional art forms be inculcated at the same time that new forms of Indian art expression are cultivated. It is not a question of either/or but a matter of both/and.

5. Reinstate the Indian Cultural Studies program. It would seem that this program is the very heart of the effort to lead the modern young Indian to a pride in his heritage as an American Indian. As such it should be placed in a status which would make it immune to periodic cuts in the school budget. Almost any aspect of the school's curriculum should be sacrificed before this part of the program.

6. Instruction in Drawing should be given equal status with the other areas of art now being taught. There should also be provided opportunity for advanced students to become more deeply involved in advanced interpretative drawing, advanced figure drawing, and the study of human and animal anatomy for artists.

7. Review and re-evaluate the pedagogical processes at work in the various art courses. Teachers of these courses have enormous power to shape and form the student as a unique individual as well as opportunity to teach the "craft" of the artist. All art teachers should be regularly reminded of the great dual role of their instruction.

8. Because the members of the Art Faculty appear to have special rapport with the students, it is recommended that these teachers be given the responsibility of acting as academic advisors to advanced students who are majoring in their particular teaching field. This step should be made with an accompanying reduction in teaching load to compensate instructors for the time spent in academic advising.

9. The library should be commended for assembling the beginning of a good collection of books and art references; and it should be encouraged to continue its efforts to collect more

books in the history of the various arts, works explaining the various processes for producing works of art, current (conservative and avant-garde) journals serving the arts, and appropriate collections of visual and audio materials to enrich the learning experience for the students of the Institute. To this end substantially greater funds are needed for acquisitions and additional staff. The library has excellent direction now but-is badly understaffed.

It is further recommended that the Library facilities be expanded to provide for establishing a repository of materials particularly pertaining to Indian arts in the Americas, both past and contemporary.

It is a marked accomplishment of this Institute that the majority of the students interviewed in the art program indicated deep satisfaction with their work and a distinct pride in being representatives of Indian culture.

Instructors in the Art Department are well-qualified and have been carefully selected to meet the requirements and the policies of this school. The art work of the students was found to be impressive, well executed and characterized both by commendable self-expression and evident respect for traditional Indian art forms.

The curriculum of this Institute is intended to give the student pride in his people, his culture and above all, in himself. The instructional program is based on the premise that a successful experience in artistic creativity will not only help a student apply himself to the academic program with greater industry, but that it will also lead him to new and deeper levels of self-esteem and appreciation for the roots of his Indian culture. During the seven years this Institute has been in operation, this fundamental principle of instruction has been validated repeatedly and beyond question. It is shown by the percentage of graduates who go on to college, which is two to three times the percentage of those graduating from other Federal schools.

It cannot be stressed too often that this Institute is a very special kind of school. It is designed to give its students a particular kind of training and instruction which deepens their appreciation for their Indian origins and equips them to live and work effectively in modern American society.

Undoubtedly the art-instruction program of the Institute is the strongest part of the curriculum at present. It is to be hoped that time, effort and additional funds will soon bring the academic program and the guidance and counseling program to this same level of excellence.

It is unquestionable that this school has developed a program which could make it a national center for research and training. Teachers in public schools and in BIA schools should be encouraged to come to this Institute for in-service training and special workshops. It is the hope of this Committee that such workshops and in-service training programs will be made available to all interested teachers in the near future.

To this end it is therefore recommended that the IAIA undertake to bring to this campus, on a regular and continuing basis, outstanding Indian artists as instructors for periods of residency extending over two or more weeks. The presence of such artists in residence would add lustre to the name of IAIA and would serve as an inspiration to the students.

One of the most evident weaknesses in the Institute at the present time is its method of recruiting new students. The original grand plan for admitting to this program of instruction only those students qualified by talent, temperament and discipline to benefit from this program has in time been compromised by the practice of admitting to the school students who have proved to be disciplinary problems in other schools. This Institute is not a correctional institution, and its process of admissions should be corrected as soon as possible to eliminate from the student body any student who does not have the talent or the desire for following the proper kind of curriculum offered by the Institute.

If such a new policy of admissions could be inaugurated, it is further suggested that the Administration of IAIA develop guidelines and rules of conduct for the different dormitories on the basis of the differing age levels of their residents. It seems clear to this Committee that some flexibility in discipline and conduct is necessary in a student body covering so many different age levels. It is the opinion of the visiting Committee that several disciplinary problems on campus might be lessened or disappear if different sets of guidelines could be worked out for students of differing ages and interests.

Many administrative staff members and instructors in the Art Department have used their own time to improve their knowledge of Indian culture and traditions. This practice should be encouraged by the administration. All members of the staff and faculty, whether Indian or not, should be encouraged and helped to extend and deepen their knowledge of and appreciation for Indian culture and Indian history.

The Committee recommends that members of the faculty and staff be allowed to attend workshops as often and as frequently as the budget and the demands of the curriculum will allow.

Much of the criticism directed at the students of the Institute of American Indian Arts came from persons on the staff or members of the local Indian community who object to the long hair, informal conduct, and non-traditional dress of some students enrolled in this school. The visiting Committee feels that such criticism should be evaluated in the light of similar criticism being voiced widely and regularly in our society at large by an older generation against a younger generation.

It should be emphasized that the difference at this school is not primarily that between older Indians and younger Indians, but between an older and a younger generation of people. Indian youth cannot be expected to live and move in American society at large without taking on or at least being strongly conditioned by, the cultural patterns of the non-Indian macrocosm which is American society.

It cannot be emphasized too strongly that the Indian adult cannot on the one hand espouse for himself the middle class, economically independent, socially mobile, standards of white society and on the other hand expect that his children will not also covet the informal dress, long hair, and social freedom of their youthful white counterparts.

Several adult Indians who visited with the Committee at this school indicated clearly that they keep two sets of books, one for traditional adult Indian conduct and one for youthful or adolescent Indians striving to develop a life style that is consonant with their cherished Indian values and also viable in the twentieth century of white, technological, economic, and social power.

Long hair, informal or even bizarre dress, are not in themselves wrong or harmful. These matters are radically questions of taste, preference, or tradition. Taste, preference, and tradition are constantly growing and changing.

Hence, this Committee respectfully suggests to all interested Indian adults that they study and judge Indian youth on such personal qualities as talent, industry, effort, and honesty rather than on such surface and ephemeral questions as long hair versus short hair or blue jeans versus skirts for Indian girls. Failure to grasp this basic distinction will surely widen the generation gap, alienate the youth, and prejudice seriously the wonderful opportunity this school now enjoys to lead and inspire not only young Indians of talent but all Indians of every tribe who cherish their integrity and their culture as Indians.

GUIDANCE AND COUNSELING

The visiting Committee heard a variety of complaints against the system and the personnel of the Department of Guidance and Counseling. In fact, the single greatest weakness in the Institute at this time seems to be its guidance procedures. Extended testimony from students, faculty, and staff supported this conclusion on the part of the Committee. In fairness to the present guidance staff personnel it should be stated that their students, ranging in age from 14 to 26, make the task of counseling extremely difficult. It is the hope of this Committee that grades 9 and 10 will soon be dropped at this school. If they are, a (great) part of the present difficulty in guidance and counseling will be eliminated.

It should also be stated clearly that in the view of this Committee the admissions procedures at this school are now seriously to blame for much of the low morale among students and guidance counselors. It can be shown clearly that many Indian students have been enrolled at the IAIA simply because they were disciplinary problems at other schools. As a result of this unfortunate policy, this school has become in fact a refuge for several problem students. Their problems cannot be solved here. The staff is neither trained nor equipped to help them. They absorb an extraordinary amount of staff time. And the original grand plan of this school is in the process badly compromised by their presence and by the bad image they create.

The Committee is confident that once the original admissions policy is restated and maintained, many of the disciplinary and drinking problems now evident among the students will be reduced both in number and gravity. This school should be regarded by Indians everywhere with great pride. It is an avenue of hope for every Indian and every tribe in the nation. It can only measure up to its true potential if and when it sets as standards for admission the firm requirements that incoming students show some sign or promise of artistic talent or interest and that they give evidence of being willing to accept the discipline and the work involved in following this curriculum.

In fairness to the several IAIA employees interviewed by the Committee, a list is given here of the kinds of complaints most often made by these employees during their interviews with the visiting Committee. These criticisms have been discussed by the Committee with administrators at IAIA, including the Director. Several steps are now being taken to correct these weaknesses in the program.

Extended interviews with the kitchen-dining room staff, the maintenance crew, the guidance counselors, administrators, students, faculty, and leaders of the New Mexico Indian community, revealed a widespread opinion among

all these groups that the rules governing student conduct on this campus are either nonexistent or not well-known and not sufficiently emphasized. Several documented instances came to light in which rules were applied inconsistently or ignored. The Committee feels strongly that the IAIA should move at once to write and print a student handbook in which the rules of conduct would be clearly set down. Such a document need not have numerous or detailed directives. But it should state the clear-cut policy of the school on student decorum. This document should be the result of extended discussions between the administration, the faculty, the guidance counselors, and the students. Preparation of this document might well be a major task for the Student Senate in the coming year.

The rules of conduct should be few in number and basic in character. They should be thoroughly reviewed by all staffs at the IAIA. Former students should be called upon to assist in drawing up such rules. They should be written in clear and simple fashion. All incoming students and new staff members should be fully informed of these rules. Moreover, these rules once put into effect, should be applied promptly and consistently among all students.

At the present time the Student Senate of this institution is extremely weak. Membership in this body has tended in the past to result from popularity with fellow students. The visiting Committee strongly recommends that the administration take immediate steps to upgrade in the minds of the students and faculty the role, the function and the responsibility of the Student Senate. The Committee further suggests that the members of the Student Senate should be drawn into staff meetings, planning sessions and the editing of any student manual or handbook. It is the opinion of the Committee that students will accept and exercise a greater degree of responsibility if they are convinced that their views are heard and that their judgments are respected by the faculty and the administration. Hence, the Committee strongly urges that student leaders be given proportionately larger and heavier responsibilities in the future in order to ensure their cooperation with the aims of the Institute. It is also likely that recent graduates of the IAIA would be able to make a substantial contribution to the writing of a student manual or handbook.

The visiting Committee wishes also to stress that the standards stated in any student manual must have the cordial endorsement, respect, and support of all faculty members and staff groups on the campus. Without such support these rules will never work.

The memorandum of Lloyd H. New to Mr. Adams, dated April 8, 1970, entitled "Institute Philosophy" might well serve as the basis for beginning school-wide discussions on proper standards of student behavior. The Committee finds this document an excellent statement of basic guidelines for students and for guidance counselors.

The Committee discovered several admirable memoranda of this type that had been composed by Mr. New or other members of the staff. Unfortunately, these statements too often were not widely known or followed on the campus. Communications is a basic element in school administration. This Committee sees a student handbook or manual as a valuable and helpful instrument to promote communication on this campus.

The Committee wishes to endorse wholeheartedly the philosophy of guidance and counseling described by Mr. New in his memorandum of April 8, 1970. We commend it to the faculty, staff and students as the core of any more elaborate statement which might result from their joint deliberations. We also suggest that members of this staff or faculty who find it difficult or impossible to endorse such a philosophy of guidance might well reconsider whether they can continue to work confortably on this campus and in this program. Much of the difficulty in this department arises from the fact that there is a real division between those staff members who support preventive counseling and those adhering to corrective counseling. This creates an impossible situation, both for students and staff. It is important that all guidance personnel support the Director's philosophy.

Testimony of several tribal leaders indicated clearly that there is a lack of communication between the IAIA and the Indian community of New Mexico. This Committee strongly urges the administration of IAIA to open new channels of regular communication with leaders in the Indian community of New Mexico and of the nation. To this end, the Committee strongly urges the BIA to approve the appointment of a nationally representative Board of Trustees who will be responsible for determining the policy and for enhancing the public image of this fine and promising national center for Indian education.

It is recognized by the Director and administrative staff of the IAIA that in the early years of this Institute a mistake was made in not seeking the counsel and constructive suggestions of national Indian leaders and organizations. That initial, unintentional oversight has undoubtedly made Indian leaders and communities more sensitive to what they now consider the bad manners, poor taste, and offensive public conduct of some students at this school.

Each of the specific criticisms of student conduct presented by Indian leaders or by the employees of IAIA was discussed in detail with the Director of the Institute. The Committee is convinced that the current Director of IAIA is wholly and deeply aware of and sensitive to the needs and rights of students and dedicated to their best welfare. He makes every effort to earn, gain and keep the confidence of the students and to make them responsible for their actions. The present Director of IAIA recognizes the early mistakes in planning and establishing the Institute and has made serious efforts to repair the damage. This Committee urges the Director and the local Indian community to explore new means for better, more regular communication and for the creation of an effective working partnership in

the future. Such [illegible] this school and the Indian community, both locally and nationally, is absolutely necessary for the future success of this school.

Several interviews seemed to indicate that rapport on this campus is best between students and the Fine Arts teachers, and between the students and the Director. Rapport varied between students and guidance counseling staff members, with feelings ranging from great hostility to warm trusting relations. The Committee feels an obligation to point out that art teachers who see students only under the most pleasant conditions and only when students choose to attend their classes should be careful not to encourage an attitude among the students which would see the teachers of art as "good guys" at the cost of making "bad guys" out of the personnel who must see students only when they are in trouble or causing trouble or are the victims of trouble.

It is quite evident that the size of the guidance and counseling staff is at the present time adequate to the needs of this student body particularly if the 9th and 10th grades will soon be dropped. However, the visiting Committee has serious question about the professional qualifications of many members now exercising roles of guidance and counseling. It is strongly urged that the administration adopt some equitable means for reviewing the professional qualifications and philosophy of its guidance counselors. It is also recommended that the administration establish some kind of performance ratings for the members of the guidance and counseling staff. Staff members should be aware of these ratings and should have the benefit of regular meetings with the administrators to determine whether or not the guidance counselors are doing an effective job.

The visiting Committee recommends that more regular and more frequent staff meetings of individual staffs on the campus and of the entire staff of the campus be convened.

The Committee recommends also that a professionally trained psychologist, preferably one with understanding of cultural differences, should be added to the staff of the Institute, if possible before the beginning of the fall term in 1970. It is also recommended that the administration take steps to provide this psychologist and the guidance counselors with the consultative services of a psychiatrist, who might aid them in diagnosing the more serious emotional or psychological problems of students on the campus.

The Committee strongly commends the administrative practice of encouraging and training para-professional members of the IAIA staff to aspire to move into professional positions in Indian education. Such a step should be held before all para-professional employees as both a desirable and a possible avenue of personal and professional development.

ADMINISTRATION

The curriculum of the Institute of American Indian Arts is based on the premise that "if an Indian youth were given constructive orientation to his own culture and heritage, he would inevitably tap the traditional roots of that culture as a basis for valid contemporary art statements". In the seven years of its existence this school has demonstrated clearly that this premise is valid. It has also demonstrated that by challenging the artistic creativity of an Indian student this program has enormous power to help students grow in self-confidence, self-esteem, and pride in their cultural heritage as Indians. Hence, the program has a dual value, both in promoting the preservation and extension of Indian culture, and of helping generations of Indian students to develop their own unique potential as persons and as artists or teachers.

The visiting Committee wishes to reaffirm without qualification its unanimous opinion that the Institute of American Indian Arts has within its power the unique opportunity to serve as a national forum to improve the caliber of Indian education across the nation and to help the American Indian achieve the dignity, integrity, and pride which are his rightful inheritance. Any criticism, implied or direct, of the program or the practices of the IAIA contained in this report must be read in the light of this preliminary statement by the visiting Committee.

Any school as large and as new as the IAIA has soft spots in its operation. The visiting Committee discovered a variety of these on this campus:

1. The age range of students (14-26) is impossibly wide.

2. The present admissions policy has allowed this school to become a refuge for problem students.

3. The tradition of coercive assimilation of Indians to white culture still influences the thinking of some employees on this campus.

4. The old "tough" policy of BIA educational philosophy still has advocates on this campus and among the Indian constituencies of this school.

5. The failure of higher administrators on this campus to support regularly the difficult disciplinary decisions made by their subordinates has caused a morale problem in the intermediate echelon of the staff.

6. The calling of the Santa Fe police to handle disciplinary problems on campus has hurt morale among the students and has injured the image of this school off campus.

7. The atmosphere of hostility and suspicion between food service employees and dormitory counselors has been allowed to continue and deteriorate beyond the limits of tolerance. Correction of this internecine conflict can and must be made at once.

8. Student comments have repeatedly identified certain guidance counselors as hostile, unsympathetic, and lacking in compassion. The administration should move quickly to ascertain the validity of these criticisms and to take any steps dictated by its findings.

9. The Director should examine and evaluate repeated criticism heard by this Committee to the effect that top level guidance and counseling philosophy on this campus is now unsympathetic to the arts program and excessively committed to repressive discipline rather than to preventive counseling.

10. Communications on every level in this Institute are weak, inadequate, and infrequent.

11. The scheduling of assignments for students, faculty, and staff is now done without adequate antecedent consultation with the persons involved. This weakness is part of the aforementioned failure in communications.

12. Student government is nonexistent on this campus. Until this weakness is corrected, more, rather than fewer disciplinary problems will plague the Institute.

13. Some means must be found to correct the willful destruction of property now happening on this campus.

14. Some equitable method must be found for reviewing the qualifications and the performance of the guidance counselors and the dormitory staffs of the Institute. Abundant evidence shows that many persons in these categories are highly competent, well-trained, and highly effective. Several other persons in these categories are clearly ill-

trained, incompetent, unsympathetic to the students, and ineffective.

These criticisms are deliberately phrased crisply. The visiting Committee cannot, on a five-day visit, investigate adequately the validity of all these charges. Hence, it presents them as heard, and as frequently repeated, to be examined and evaluated by the administration of the Institute.

The visiting Committee feels strongly that this fine school deserves greater visibility in society at large. To this end the Committee recommends that a colorful, tastefully designed, and carefully edited brochure be printed for public distribution. This publication should present the Institute of American Indian Arts in the best possible light to secure its endorsement and approval by as wide a segment of the American public as possible.

The present top level leadership of this Institute is highly qualified and well able to lead the school to new heights of achievement. To strengthen the present administration the visiting Committee respectfully submits the following specific recommendations to the Bureau of Indian Affairs and to the administrators on this campus:

1. This school desperately needs at this time in its development a clear, unequivocal statement of support and endorsement from the Commissioner of Indian Affairs. Such a personal statement will do much to win new friends for IAIA and to discourage the kind of small-arms fire that is always directed against any good school.

2. This school should give a greater priority to its work in public relations than it has done in the past. It should publicize its successes and share its creative enthusiasm with as wide an audience as possible. At present this audience is much too small.

3. The principle of subsidiarity should be invoked more regularly in the administration of this school. This principle holds that every decision should be made as low in the table of organization as it can be made effectively. It calls for subordinates to be given all the responsibility they can bear. It also calls for their replacement when it is demonstrated clearly that they cannot exercise responsibility commensurate with their position.

4. An immediate plan is needed for improving public relations between this school and the All Indian Pueblo Council.

5. The administration should take steps at once to ensure that all counselors and teachers subscribe to the theory of preventive counseling rather than to the older tradition of punitive counseling. To this end the memorandum of Miss Martha Iwaski, dated September 25, 1969, to Mr. Warren, is recommended by the visiting Committee as a positive and well documented standard for preventive counseling.

6. Regular meetings of the Student Senate and staff members are encouraged as a means to strengthen student government and to improve communications between the students and the staff.

7. Students should be encouraged to join the effort of publicizing their school.

8. A staff member should be appointed to organize and bring to this campus national and regional conferences of artists, educators, editors, and BIA personnel. This school is unique. It should recognize and promote its unique status as a forum for Indian culture and Indian affairs.

9. Students on campus, coming from 80 different Indian tribes, should be encouraged to find new ways of building bridges of understanding between this school and all the Indians of North America. Students need a challenge. This challenge would help the students on campus and would also benefit the Institute.

10. Much greater effort, money, and imagination must be put into teaching the students effective mastery of the English language. Much of the student's success here and after his graduation depends on his skills of reading, writing, and speaking effectively. The visiting Committee attaches extreme importance to this particular recommendation.

11. We feel that the problem of drinking can best be handled by a more effective guidance program and strict adherence to the rules adopted in accordance with the recommendation made on page 18.

12. A program of in-service training for teachers of Indian children in the BIA and public schools should be inaugurated as soon as possible on this campus. Such a program would be a means whereby the distinctive pedagogical insights and strengths of this Institute could be shared with BIA and public school teachers now instructing Indian students in other schools.

13. The visiting Committee feels that the size of the student body should be increased slowly, after grades 9 and 10 are dropped, and only after new and more selective standards of admission have been adopted.

14. A joint program between the Institute and families and organizations in Santa Fe should be started as a means of encouraging a healthier and broader social life for students at the Institute.

15. Thought and planning should be given to ways and means for encouraging the student body to accept responsibility for the appearance and the beauty of this campus. At present the buildings and grounds of the campus are well maintained. Student help in keeping them so would enhance the appearance of the school and would build new bonds of mutual respect between the student body and the employees of the school.

16. The administration is urged to be most selective in adding new teachers or counselors to the staff. New members should be characterized by their professional competence, compassion for students, and appreciation for the cultures of American Indians.

17. There are several outstanding persons on the staff and faculty of this Institute. Their advice, counsel, and professional contacts should be used in finding, screening, and appointing new members to the staff and faculty. It takes a special kind of teacher or counselor to blend the degree of discipline with permissiveness which this school requires among its students.

18. New faculty and staff should display clearly that they appreciate the unique function of this school, that its students often need patient guidance, and that its

students often come to the Institute with a record of inadequate previous education.

19. There are literally several different "publics" which this promising new school should identify and cultivate. Explicit attention should be given by the administration to the existence, to the varying interests, and to the importance of these "publics" (e.g. the Indian community of New Mexico; all Indian tribes in the nation; the local non-Indian community in New Mexico; such professional groups as artists, educators, writers, and editors).

20. The visiting Committee concludes this portion of its report by strongly urging the administration to take immediate steps for compiling a manual or handbook for the faculty and staff. This document should be a compilation of academic and administrative regulations which have been discussed, refined, and accepted by all teachers, counselors, and staff members. The preparation of such a manual could well be the assigned project for regular staff and faculty meetings during the coming academic year. Its preparation will require extensive effort and frequent meetings. But the visiting Committee feels strongly that the eventual availability of such a document will be a giant stride in improving the operation and the caliber of instruction of this Institute.

The visiting Committee believes that the present review of IAIA procedures is well-timed and of great value for the future of the Institute. It is now eight years since this Institute was chartered. The intervening period has shown that the central idea of this school is sound and viable. It has also shown the need for review and revision of some of the original policies and procedures of the Institute.

The visiting Committee discovered repeatedly that the program of the Institute is seriously hampered by a continuing conflict between its need for specialized instruction and the regulations of Civil Service. The Committee strongly urges the BIA to cooperate with the administration of the Institute to devise acceptable means for resolving this crippling conflict between the instructional demands of this Institute and the rigid regulations of Civil Service.

The traditional fiscal year-cycle followed by the Federal Government and its agencies poses particular problems for the IAIA. If fiscal decisions in this school cannot be made until July 1, long-range planning and the

hiring of teachers is made extremely difficult. Contracts for teachers are usually signed in other schools in early spring. The inability of the IAIA to sign early contracts with teachers denies this Institute a fair chance to compete with other institutions in hiring teachers and experienced staff members. It is the recommendation of this Committee that the BIA work cooperatively with the administrators of IAIA to devise a new and acceptable schedule of annual and long-range budgeting which will help the IAIA maintain BIA standards and also protect flexibility and long-range planning for this Institute.

It is clear to the visiting Committee that the IAIA has only begun to achieve its true potential for the Indians of America and for the life of this nation. If the several recommendations in this report could be turned into realities, the visiting Committee is confident that the IAIA could advance quickly from the plateau of "exploratory education", which it has now reached, and move on to the higher goal of preparing "finished" Indian artists ready for further college training, for gainful employment in the Arts, or for productive craftsmanship in a variety of art forms indigenous to Indian culture. At present, these several desirable goals are within sight of the IAIA, but considerable additional effort, energy, vision, and support are needed before they can be achieved. It is the earnest hope of this Committee that its several suggestions will be a positive contribution to the growth, development, and refinement of the admirable Institute of American Indian Arts.